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The University and the State

An Address before the
University of Tennessee
June 14, 1898

By Edward S. Joynes
Of South Carolina College
Formerly Professor of the University of Tennessee

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At a meeting on the afternoon of June 14th, 1898, the Board of Trustees of the University of Tennessee adopted the following resolution:

Resolved, That the thanks of the Board of Trustees of the University of Tennessee are hereby most sincerely and cordially extended to Dr. Edward S. Joynes for his able and eloquent address this day delivered before the University; and that the secretary forward to him a copy of this resolution, with the request that the address be forwarded to this Board for publication.

EDWARD S. JOYNES, born in Virginia, 1834. M. A. University Virginia, 1853. LL. D. William and Mary College, Virginia, 1878. Assistant Professor Ancient Languages, University Virginia, 1853-56. Student University Berlin, Germany, 1856-58. Professor Greek and German, William and Mary College, Virginia, 1858-66. Professor Modern Languages and English, Washington and Lee University, 1866-75. Professor Modern Languages and English, Vanderbilt University, 1875-78. Professor University of Tennessee, English and Belles Lettres, 1878-80. Professor Modern and English Languages and Literature, 1880-82. Professor South Carolina College, 1882-88. Professor Modern Languages, 1888.— Author or editor of well-known text-books for modern language study; among these: Classic French Plays (Corneille, Moliere, Racine); Minimum French Grammar and Reader; Schiller's Maria Stuart, etc. (H. Holt & Co., New York); Joynes-Meissner German Grammar; German Reader; French Fairy Tales, etc. (D. C. Heath & Co., Boston). Also writer or lecturer on various educational topics.

Dr. Joynes has always been a zealous promoter of public education in all its grades—especially of the idea of State education from the primary school to the University. With the late Leon Trousdale he organized and conducted (1878-80) a series of Teachers' Institutes in Tennessee, and was active in organizing the State Institutes at the University of Tennessee. This fact explains some of the allusions in this address. He has been equally conspicuous in like work in South Carolina, and is one of the founders and trustees of the Winthrop Normal and Industrial College for Women at Rock Hill, S. C.

In exchange
Dr. E. Wiley, Dept of C.
5/31/10.

THE UNIVERSITY AND THE STATE.

Mr. President, Trustees, Officers, and Students of the University; Ladies and Gentlemen—Old Friends and New:

It is with no ordinary pleasure that I meet you to-day. The invitation of the President and Faculty to address you on this occasion was more than a compliment—more than any such compliment could have been. It was felt as a recognition of former service, and an expression of continued confidence—as the voice of old friendship and obligation, summoning me to renewed acknowledgment of duty. All this, and more, gave emphasis to your call and made me feel that no slight hindrance should prevent my acceptance. Hence I have come, in spite of conflicting engagements, as friend hearkens to the voice of friend, or as a son obeys the call of an absent mother. I can never forget my obligations to this University. I can never forget the circumstances under which I first came to Knoxville to address the Literary Societies at the Commencement of 1878, just twenty years ago. That visit resulted, most unexpectedly, yet for me most fortunately, in my call to a chair in this Faculty. That call too—I felt it deeply then, I have felt it ever since—was more than a compliment; it was a vote of confidence, doubly generous, and doubly gratifying, at that time. That this reflection doubly stimulated my zeal in the service of the University, it might be vain now to say; but it is true. I felt it then; I feel it now; I can never repay that debt. I would not. Let it live, so long as I live, in the perpetual sentiment of gratitude and obligation. I am thankful to be here today, and to testify, by this service, my unbroken love and loyalty to this University.

And the pleasure with which, for such reasons, I received and accepted your invitation is doubled now by the pleasure I feel in the renewed greeting of old scenes and associations. I need not speak of the joyful meeting with old friends, along with the melancholy pleasure of remembering those who are not; of the growth of your city, queen of hill and valley, beautiful for situation, center of wealth, of industry, of education and of culture, so wonderfully advanced in these twenty years; of the lovely view, more beautiful than ever, from this sun-crowned hill,

over verdant vale and hazy mountain and winding river and busy town, in which my eye once daily delighted, and since has seen none fairer:—all this gives pleasure to every one who after the lapse of years revisits these scenes. But to me the greatest pleasure of all is what I see upon this hill, and the contrast in my memory with what stood here twenty years ago. You, my friends, who day after day, year after year, have witnessed the gradual yet rapid growth of this University, cannot comprehend these changes as I do who visit it after an interval of years. It is like looking at one moment on the picture of a child, at the next on that of a stalwart youth, bearing on eye, brow, and body the vigorous stamp of coming manhood. What has been wrought here, mainly in the last ten years, is indeed marvelous—marvelous, my friends, and prophetic, too. And you, who rightly and proudly rejoice in this progress may imagine the pleasure of one who, after intervening years, sees herein not only the fruit of the wisdom and labor of others, but the realized vision of his own dreams—the substance of things hoped for, and worked for, in "the day of small things," by himself with others. There are those here present who know that this is no idle boast, that I, as I stand before you to-day, may not only admire what has been wrought, but thankfully, as a fellow-laborer, may rejoice with those who have accomplished the work. And so I do rejoice, with exceeding great joy.

If I desired, my friends, to exhibit in the most striking way what has been done under the present administration of the University, I should need only to describe to you accurately, as I could do, the conditions which existed during my residence here from 1878 to 1882. But this I will not attempt. Indeed, I could not exhibit this contrast without seeming to disparage that period; and this would be unjust, and from me most unkind. The Faculty then, as now, was composed of worthy and noble men, of ample scholarship and ability, who worked intelligently and zealously for the good of the University and of the State. But they were controlled by the inexorable conditions of the times, and they failed of the best results only because the hour had not yet come. From the venerable and pious president, whose soul was aflame with love to God and to duty, down to the humblest tutor, I can remember nothing but loyal fidelity; and, though often with much conflict of opinion and policy, there was always

hearty co-operation in work and service. To all who were with me then, and to the memory of those who no longer answer the call of duty on earth—of the eloquent and devoted President Humes, to whom a just and noble tribute was recently paid on your late "University Day;" of the learned, luminous and gentle Kirkpatrick; of the brilliant and versatile Lockett, whose genius and character had been ripened in manifold service under many climes; of the gifted and gracious McAdoo, finest type of the Southern gentleman of the *ancient régime*; to the memory of all these I bow my head in affectionate remembrance. And to the living, some of whom are to-day within the sound of my voice, I send the greeting of old fellowship and friendship, never to be forgotten. In the hearts of us all, I believe, there remain the warmest mutual sentiments, and the kindest memories of auld lang syne.

But I may not indulge these reminiscences, interesting as they might be. When I turn from them to behold the conditions now surrounding us, I am amazed and delighted at the progress that has been made since those times. When I see these new and beautiful buildings; this improved equipment, especially in the appliances to meet the "leading objects" of the University as now endowed; these numerous and diversified courses of study; this enlarged faculty of able teachers; these thronging students from all parts of Tennessee and from beyond her borders; and still more, when I see what is doing, or only just begun, in the large plans outlined for future accomplishment, I cannot but recognize such proofs of ability, zeal and good fortune in the management of the University as are the pledge of its still larger success and growth hereafter. No man, comparing the conditions of twenty or even of ten years ago with what now exists here, could deny to the Trustees or Faculty the amplest tribute of recognition and eulogy—still less to that gifted and far sighted young President, modest bearer of a consecrated name—who to the learning of the schools and of experience adds in rare combination the judgment and tact of the man of affairs and the gift of leading and inspiration. To these, one and all, honor and thanks. But, my friends, when I look upon this picture of growth, progress and purpose, I cannot resist the conviction that beyond and beneath all visible causes—beneath the wisdom of the Trustees, the ability of the Faculty, and the skillful guidance

of the President, lay the deep groundswell of the heart of the people, saying unconsciously to themselves: "We must have a State University;" that here in happy conjunction had come not only the man but the hour, to work together the providence of God; and that the creative spirit, dimly felt by some of us twenty years ago, has moved upon the face of the waters, saying "Let there be light in Tennessee:" Twenty years ago next winter, the legislators of Tennessee said: "Go to; let us make to ourselves a State University;" and they voted the enactment, and then—rested from their labors. The man-child then born has not felt the touch of the maternal breast, but has lived and grown, neglected and alone, save for the generous foster-nursing of the United States Treasury. But the people, wiser than their legislators, have felt the need of a University worthy of their citizenship. So they have turned their eyes to this institution and have given it their support and sought its advantages. The authorities of the University, instinct with the like spirit, have in spite of limited resources sought to enlarge its benefits and attractions, for the good of the State. And so the people have sustained the University, and the University has sustained the people, in mutual service and support; and thus in spite of the step-motherly neglect of the mother State, the unconscious but imperative demand of the people has built, and is building, on this hill, a University for Tennessee. What greater proof could be given of the need of the hour? What more eloquent appeal to the wise beneficence of the State? What more emphatic warning, that the State should no longer neglect the want and the demand of the people?

I should insult the intelligence of this audience if I should attempt any formal argument upon the benefits or the necessity of the higher education in this age of the world. Equally so if I should undertake to set forth the duty or the policy of public education by the State. That duty rests upon the deepest foundations, and is confirmed by the highest sanctions of Statehood itself; as the policy is confirmed by the practice and experience of every civilized State in the world. The argument for the higher education is the same as for the lower—the same, none other and no less; and that is, the security and welfare of the State by the training of its citizenship—a proposition which, now as broad as civilization itself, becomes tenfold stronger and

clearer under democratic institutions. In an inchoate state, or in a primitive society, the argument is at first, naturally, in favor of primary education; for the foundations must first be laid. But the time for that argument has long passed in the American States. For the finished structure, in our advanced civilization, the roof is as essential as the foundation, and the higher education has long since become as important as the lower, in all States like Tennessee. A State now providing for common schools, without university education, would be guilty at least of anachronism, if not of absurdity; for the higher functions of citizenship are now as essential to the very existence of society as the lower. Indeed, the two are essentially correlated and interdependent; each is fed, sustained and supported by the other. As in life, so in the schools. Society is an essential unit. And so with all the grades of education. So, too, in all the economy of nature. The light that comes from above is as necessary to the growth of plant-life as is the soil below, and the very moisture which refreshes the roots is the gift of the gracious rain that distils from heaven. Indeed, in education especially, it may be noted that the impulse and productive force come most largely from above. Here demand does not create supply, but rather supply creates demand. It is from the educated mind that come the wise designs for the uplifting of the poor and ignorant, and from the higher education that are derived the chief support, inspiration and guidance of the common schools. In fact, the status of popular education in any State may be guaged mainly by its institutions of higher education, and those States most distinguished for general intelligence are also the most illustrious in the higher scholarship. Indeed, historically, the higher education has preceded and produced the lower. In Europe at large, in France, Italy, England, Germany, the first movement of culture was the creation of great universities, from which broke the light that has illuminated the modern world; and in many of the American States, most notably in the South, universities and colleges have preceded, and first made possible, the establishment of common schools. In the world of intellect, as of nature, the source of light and heat is in the heavens above; and towards the sun, upwards, all nature turns and grows.

I have said that the policy of the higher education is confirmed by the experience of all civilized States. To show this would be

only to recite the commonplaces of history. During the terrible struggle of the Netherlands against Spain in the 16th century, the city of Leyden underwent indescribable sufferings and sacrifices, which were borne with unsurpassed heroism. At the close of the war the Prince of Orange, desiring to confer upon the city some memorial of public gratitude, offered perpetual exemption from certain taxes, or the foundation of a university. This people, who had been reduced by the war to utter poverty, nobly chose the University; and the glory which this University has since conferred upon their city has fully vindicated their choice. In the year 1809, just three years after the disastrous battle of Jena, in the very agony of national humiliation and dismemberment, Prussia founded the University of Berlin, now the greatest in the world. The King, Frederick William III, who had then hardly a throne left large enough to sit upon, writes to his ministers: "Although we have lost territory, power and prestige, we must strive to regain what we have lost by acquiring intellectual and moral power; and therefore it is my earnest desire and will to rehabilitate the nation by devoting a more earnest attention to the education of the people"—a kingly sentiment, worthy of the father of emperors yet to be; and along with the foundation of the most perfect system of popular education ever known, goes *pari passu* the development of that great system of higher education through her universities and technical schools, which has made Germany the schoolmistress of the world and given her the intellectual, industrial, and military leadership of the European Continent. It has been truly said, it was the education of Germany that conquered France. This same education, transferred to her factories and workshops, has given to German manufacture and trade in the last thirty years a growth unparalleled in the history of industry, and made the label "Made in Germany" the terror of all competitors. By the same magic of superior education, little Japan walks over the prostrate Colossus of China, and challenges her own place among the nations and powers of the civilized world. Warned by costly experience, France seeks rehabilitation by the better education of her people, and is at this day engaged in the re-establishment of her ancient universities, dismantled by Bonaparte. All nations now recognize educated intelligence as the surest guarantee of progress and of power.

When we follow "westward the course of empire" the lesson becomes still more striking and interesting for us. A great national university was among the cherished dreams of Washington—a plan which even now seems to be recovering the importance it had in his great mind. The like zeal for the public provision of higher education was felt by other fathers of the republic; and it has marked most conspicuously the Acts of Congress in the admission of new States into the Union. So that from the first, it may be truly said, that public education has been among the recognized principles of our great republic. When we come to the several States and sections of the Union, it may be asserted that their prosperity, prominence and influence have been in direct ratio to their provision for higher education. To what extent Harvard, Yale, Dartmouth, Amherst and other great colleges of New England have contributed to the domination of New England ideas all over the great North and Northwest, and to their ultimate predominance in the great industrial and political struggles of the country, can not be computed. Suffice it to say, these schools educated New England, and New England has largely educated the nation. The influences of William and Mary, of the University of Virginia, and of South Carolina College are inseparable from the intellectual and political primacy of Virginia and South Carolina in the South, down to the war. Coming to more recent history, we find that the newer States most highly distinguished for wealth, prosperity and progress are those which have provided most liberally for their great State Universities. In a paper by President Draper of the University of Illinois, in the Educational Review for April, 1897, on "State Universities in the Middle West," are given most striking statistics on this subject, which I can here only refer to; but they are full of instruction. (1). And in the more

(1). President Draper's paper includes the States of Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Minnesota, Missouri, Kansas and Nebraska. He says: "In 1895-96 legislative appropriations for running expenses were, in Indiana; $60,000; Wisconsin, $118,000; Kansas, $100,000; Illinois, $90,000; Minnesota, $254,000. In the same year for new buildings, Wisconsin gave $60,000, besides providing for a new State library on the University grounds to cost $360,000. Illinois gave her University $243,000; Nebraska $73,000; Minnesota $223,000, for the same purpose.

"In a number of these States the income of the University, provided by the States, is in large part derived from a fixed State tax. This is not

recent "Memorial of the Johns Hopkins University to the Legislature of Maryland," I find a still more comprehensive grouping of facts relating to higher education in America. (2).

And as further proof of the vitality and growing power of such institutions, I read, in the address of President Adams, of the University of Wisconsin, before the Johns Hopkins University, February 22, 1898, that while from 1885 to 1895 the increase of students in the ten great representative colleges of New England was 20 per cent., and in ten representative denominational colleges of the North Central States was 14 1-4 per cent., the increase in ten representative State Universities was no less than 320 per cent. What stronger proof could be given, on the one hand that the growth of higher education is at once an index and a motive power of public progress; and on the other that the principle of State education, in universities endowed and sustained by the State, is destined to become more and more the type of the higher education in the great American Republic. (3).

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included in the foregoing figures. From this source the State University in Indiana received last year $80,000; Michigan, $188,000; Wisconsin, $225,000; Ohio, $175,000; Nebraska, $75,000.

None of these figures include the income from endowment or the later Federal grants.

(2). Among the younger State Universities, this memorial gives the total annual income for 1897, of the following: Michigan, $421,635; Wisconsin, $400,000; Illinois, $399,429; California, $389,186; Ohio, $349,370 Far larger are the incomes of many of the older colleges and Universities therewith cited. These statistics are taken from the World Almanac for 1898. In the same list the total income of the University of Tennessee is stated at $68,231—from benefactions, none!

Note—Since this was written the Legislature of Maryland has voted to the Johns Hopkins University an annual appropriation of $50,000 for two years without conditions—doubtless the beginning of a permanent policy. On this the Educational Review for May 1898 remarks: "It would be an excellent policy if the State of Maryland would constitute the Johns Hopkins its State University * * * and lead the way in teaching the commonwealths of the North and East a lesson they have not yet learned—the stimulating and democratizing effect of a State university holding organic relations to the public school system."

How much stronger is the claim of her own historic University upon Tennessee!

(3). "During the last few years the development in this country of secondary education at the public expense has been little short of marvelous. From 1890-96, while the number of students in private secondary schools increased 12 per cent., or from 95,000 to 107,000, the number of students in public secondary schools increased 87 per cent. or from 203,000 to 380,000. Nor is this all: since 1893-94 the number of students in private secondary schools has been steadily decreasing. These facts are an eloquent witness to the growth of the spirit of democracy in education, and

It is needless to prolong argument, or to multiply statistics when the whole horizon, far and near, is ablaze with such light.

In this glorious procession of States—in this forward march of intelligence—in this victorious advance against the powers of darkness, where stands Tennessee? What rank, in this swelling army of human progress, belongs to this great State, which has just completed her first century, and now, strong in matured strength yet still young in hope and ambition, enters upon the century, and the centuries to come? One year ago, at the end of her first hundred years of statehood, Tennessee invited the world to behold the glory of her achievements and of her resources. On a hilltop near her beautiful capital she displayed her treasures—the treasures of her fields and forests and mines; of her rivers, her railroads, her factories; of her skilled labor and her handiwork in every department of useful and beautiful production; of her genius in science and in art; of her strong and patriotic manhood, and her gifted and beautiful womanhood—all these gathered from every section of the State, and centered around her splendid capital city, with all its wealth, and culture and social charm. To shelter and exhibit these treasures, were built edifices of grandeur and beauty which rose, almost in a day, like fairy palaces beneath the enchanter's hand—a vision and a dream of beauty. And to her sister States and to the world she said: "Come and behold Tennessee! Behold what she hath wrought in one century of Statehood!" And the people came, and marvelled; and everywhere was spread abroad the wondrous tale of the greatness and glory of this fortunate and proud State. Wonderful Exposition! Wonderful exhibition, indeed, of resources and of power! A glorious event—an epoch, in the history of Tennessee, never to be forgotten for its memories or its lessons!

What did this Exposition mean, my friends, and what does it teach? Was it merely an empty boast—an idle pageant, to pass away like the unsubstantial fabric of a dream? Can Tennessee forget that here, in the eyes of all the world, she gave a challenge to destiny? Can the State, which in one century has accom-

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they are a conclusive answer to those curiously inept critics who insist that it is un-American to provide other than elementary education at public expense."—Nicholas Murray Butler, Educational Review, June, 1898.

plished so much, confront the coming century in vain reliance upon the pride of the past, or permit the future to fall behind the pledge she has thus given to the world? To whom much is given, of him—it is true of States as well as of individuals—much will be required; and Tennessee has put herself under heavy bonds!

Besides, consider some of the obvious lessons of the Exposition itself. In the great display there made actually, and through every form of widely circulated statistics, how much of the vast aggregate represents resources as yet undeveloped and potential merely, or else developed only in part, or mainly by foreign intelligence, industry and capital? What proportion of her fertile fields yet languish for lack of skilled agriculture? How much of her magnificent water power yet flows to the sea, or ripples from her great mountains, unused by human industry, with no murmur of busy life on its banks? To what extent is her mineral wealth, or her vast forestry, still undeveloped or even unexplored? Or how far are her actual factories, foundries, railroads and other great industries dependent on capital and skilled labor from abroad, or owned or directed by foreign corporations? How far, in these manifold forms of imported industry or capital, is Tennessee to-day paying tribute to the superior intelligence and wealth of other communities not more fortunate, but wiser, than herself? It is well that outside labor, skill and wealth should be attracted to Tennessee; but it were better if her own people were educated to manage and develop her vast resources, and to enrich themselves and their own children by her hidden wealth; and this education, on the largest scale, would actually cost the State less than the heavy tax now paid abroad. Look, too, at that frightful record of illiteracy in Tennessee, which also, alas! is known all over the world. What attraction is there for the best immigration, outside of your cities and towns and a few favored counties in a State so largely lacking in good rural schools or in the advantages of an educated rural society? No wonder that every ambitious youth or every man jealous for the welfare of his children, tries to leave the country for the town, while the country suffers more and more from the loss. My friends, the Centennial Exposition, which attracted the eyes of all the world to Tennessee, has made these facts, too, all the

more widely known. What use is Tennessee going to make of the great object lesson she has given to the country and to herself?

The need for high training, in every branch of production or of industry, is greatly intensified in this age. In former times natural conditions most largely determined results. Natural advantages of climate, soil, location gave preeminence to favored regions. But in these days distance and time are almost annihilated, and the progress of invention has nearly neutralized local advantages. All the world is now one market, almost equally accessible to all. The area of competition is immensely extended, and its conditions more nearly equalized. Not natural advantages, but superiority in intelligence and skill, will henceforth determine the pre-eminence of nations and of States. Moreover, the invention of machinery, and its application to every branch of industry, have not only alleviated, but greatly equalized, the conditions of labor. Brute force is dethroned; educated intelligence now reigns supreme. Skill counts for more than strength, brain for more than muscle. In these days mere labor is mere servitude, skilled labor has everywhere the mastery. Man power outweighs horse power; for the finger of a man or even of a child, can direct and control agencies more powerful than a thousand horses. In the same way the complex constitution of modern society, in its manifold organizations, its vast corporations and associations, while it diminishes almost to nothing the individual unit, aggrandizes infinitely the power of the individual factor; for now the brains of the select few direct and control the mighty corporate agencies of society. The "survival of the fittest" is transferred from a dogma of science to a fact of life; and we realize literally the principle that "the battle is not to the strong, nor the race to the swift," but to the intelligent, the alert, the skillful. To trained and applied mind belongs henceforth the dominion of the world. The ignorant but poetic mythology of the ancients placed the golden age in a remote past. For them the actual age of iron was found in servitude to the hard conditions of unenlightened labor. For us the age of gold lies in an ever near but ever receding future—grasped to-day by each new achievement, fleeting to-morrow before each new possibility—the vision only of unending effort and aspiration. But *our* age of iron—of labor, once marked only by the sweat of the brow—is

now exalted and illuminated by the triumphs of mind. Its ministers are flames of fire. Light, heat, electricity, magnetism—the winds of the air, the waves of the sea, the sun in the heavens—all the subtle and potent forces of nature—are its agents and its messengers. Science is its servant, and art its handmaid. Creation, that had so long "groaned and travailed in pain for deliverance," now stands unfettered and obedient at the service of man, and mind rules supreme over matter—fulfilling the primal promise that gave to man "dominion over all the earth." In this age then, more than in any other, no people, however favorably situated or endowed by nature, may dare neglect the agencies that make for intelligence, for skill in labor or in direction, for wise economy, or for high and enlightened citizenship in any department of industrial, social or political activity, from the lowest to the highest. The penalty is inferiority, dependence, poverty, humiliation; for in the relentless race of modern life there is no quarter for the conquered.

For this great work, so comprehensive and so potent, there is but one agency comprehensive and potent enough, and that is the State itself. To educate the people of a State for the manifold duties and offices of citizenship; to organize and control a machinery so complicated and so powerful; to guarantee rights and duties so universal and so important, no other agency than the State itself—which means the people—can hold, or be trusted with, the power. It is true that in some communities, under historical conditions which no longer exist, or at least do not exist in Tennessee, great institutions of education have grown up by private munificence, or by ecclesiastical endowment. To these all honor! But these are exceptional; and no comprehensive *system* has ever been established without State agency and control. Independent agencies of education, private or corporate, denominational or other, do a noble and needed work, for which all aids should be welcomed. They deserve the utmost recognition and protection from the State. But the State can neither guarantee nor control their services. Not always, even with the largest endowment, do they offer a school to which all citizens, of every sect or section, may send their children, without sacrifice of any opinion or any sentiment, to form those large associations, and learn those large and patriotic sympathies, which are so important to a generous citizenship. Still less can they excuse

the State from its fundamental and universal duty—which is to secure to all its people, as part of their primal right to "life, liberty and the pursuit of happiness," the privilege, and so far as possible, the opportunity of the highest possible training for all the duties of the citizen. In this duty the State can admit no substitute and recognize no rival. Such comprehensive provision for education by the State has become the settled policy of the American States—especially of all the newer States; and statistics already quoted prove that this is destined to become, more and more, the prevailing policy in the future. As our country grows in civic wisdom and in wealth, we may be sure that the several States will become more and more sensitive to this great obligation.

And this means not only the extension and strengthening of primary and secondary education on all lines, but also the provision of University education, upon the very broadest and highest plane. Nothing less than the broadest, highest, best, will suffice for the needs of a great State in this age. No second-rate performance can keep pace with the speed of modern competition; no farthing candle can shine in the bright light that now beats upon the world. Consider the term *university*—which is but a shorter form of *universality*. Its meaning is as high and as deep as the powers and the needs of man. It is as broad as humanity—as comprehensive and as complex as human society. Not only must it include provision for the industrial and practical arts (which, under its present limited endowment, constitute the "leading objects" of this institution)—but equally for that higher intellectual and spiritual life which is the most peculiar life of man, made in the image of God. For the State needs thinkers as well as doers; organizers as well as workers; lawgivers and jurists as well as a law abiding people; governors and statesmen as well as plain citizens; refinement, culture and art as well as productive industry; food and raiment for the immortal soul, as well as for the body that perisheth. So that no department of study—language, literature, philosophy, history, politics, art or science, in theory or in application—may be neglected or dwarfed in any modern university that shall be worthy of the name. It must include "no pent-up Utica," but "the whole unbounded Continent" of knowledge; and that means, of investigation, as well as of teaching. It may be said, that such institutions are

already accessible to Tennesseans, outside of Tennessee. I answer, that Tennessee cannot afford to accept, or to tolerate, such dependence. It is well enough that within certain limits there should be free trade in education, especially in post-graduate or special studies, for special individuals. But a great State like Tennessee cannot consent that her children should be compelled to go beyond her borders for any training needed for their highest efficiency, or her own best service, in any department of citizenship. Outside of mere pecuniary considerations, the loss to the individual and to the State, from the expatriation of her children during the most impressible and potential years of life, is incalculable, and often can never afterwards be made good. A State which has so lately vindicated before the world her proud boast that she contains within herself all the necessities of material prosperity should be ashamed to confess deficiency in the elements of the higher life of mind, heart and soul.

Such humiliating confession, happily, is not—at least need not be—necessary. On this hill is an historic institution which bears already the name of the State University. This institution antedates the Statehood of Tennessee. In its origin it is connected with her noblest traditions. At every step of its life, in prosperity or in disaster, it has been intimately connected with the history of the State. As Blount College, East Tennessee College, East Tennessee University, and finally as the University of Tennessee, it has marked the epochs of its own life by its more and more intimate connection with the name and with the legislation of Tennessee. (1). By Tennessee it has been made the beneficiary of the general government, and for this largess it has made tenfold return, and vindicated alike the wisdom of Congress and the confidence of the State legislature. (2). To-day it stands here and proves its right to live. By its work, its growth, its tenacity of life through all hardships, its present condition of

(1). See historical authorities already cited. Sanford's address (Blount College and the University of Tennessee) is especially full and clear with regard to all legislative transactions affecting whether favorably or unfavorably, the fortunes of this institution.

(2)). A distinguished recent writer says: "To have spent the adolescent years in making acquaintance with the great spiritual concerns of humanity under teachers and in buildings provided by the public, is to have received into the soul the germs of respect for social order, and to have become inured to habits of grateful and reverential thought toward the government that gives this precious opportunity."—Sam'l. Thurber, in Educational Review, May 1898.

activity, prosperity and promise, it claims its title, in fact as in law, to the proud name of the University of Tennessee. Meantime, whether before or after its adoption as the State University —if I am correctly informed, and I have taken great pains to secure accuracy of statement—not one dollar has come to it from Tennessee herself, and this great State holds the unique position of never having made a single appropriation from her own treasury to her State University. In conferring upon the University the funds coming from the United States, the State has claimed, very properly, the right to exercise control and to impose conditions; but she has never recognized the duty of supplementing these funds by her own largess, or of expanding the usefulness of the University beyond the limits possible to its own unaided resources. Her relation has been that of a step-mother, jealously administering an estate—or rather of a god-mother, who gives only a name. To-day, through my feeble voice, uttered in love and in sorrow, this child of her youth calls to the mother State: Here I am; look upon me; I am thine; take me; own me; love me, and feed me with the milk of life from thine own rich and overflowing breast.

For the creation of a great State University for Tennessee, such as this age demands, no new foundation is needed. The lines are here all laid down. The work is already begun, and projected, wisely and well, so far as limited means would allow. All that is needed is such liberal endowment or appropriation as will enable this institution to carry forward and develop its actual work on a scale commensurate with the dignity of the State, and fairly equal to that of other great State Universities. Moreover, with reference to the work of higher education, Tennessee now occupies a singularly fortunate position, in not being hampered by any embarrassing historic conditions. In the interesting address already quoted, on "State Aid to Higher Education" before the Johns Hopkins University, President Adams traces the early success of some States, in the development of higher education, to the policy of concentration, the comparative failure of other States to the opposite policy of subdivision; and I think his argument is profoundly true. The State of Virginia—a State less populous than Tennessee, and a far greater sufferer from the war—in her appropriation for 1897 (besides $15,000 to a colored school) of $135,000 to the higher education, divides the

amount among not less than six schools. (1). Hardly any Virginia legislator or citizen doubts that the work might be done more economically, and quite as efficiently, by half that number or less. But Virginia finds herself confronted by these historical conditions—and when were Virginians ever recreant to any obligation, of the present or of the past? Now Tennessee stands in this respect free and unfettered. She has yet, indeed, to make the beginning, and this she may do with a wise regard only to actual conditions, yet with the advantage of all the experience of others. There is no department of higher education, appropriate to the State, which may not be founded and developed here, or of which, indeed, the beginning is not here already made. For every branch of theoretical or applied science, or of the liberal arts, or of the secular professions, the fruitful germ already exists here, in full vitality. So far as military training may be deemed necessary, it is already furnished here. Teacher training already exists, in special and inexpensive courses, and may be indefinitely extended without injury to, or even competition with, the scholarships provided in the Peabody Normal College at Nashville. The co-education of the sexes—coeval, indeed, with the earliest birth of the institution—has lately been re-established, under most happy auspices. The feature of industrial training for women, altogether congenial with other "leading objects" of the institution, has been wisely added; so that for the highest practical, as well as theoretical education of women, Tennessee could create no better school than is here offered. In recognition of the growing importance of this feature, a new and beautiful building for women students is now to be erected. (2). In a word, by the simple and unerring evolution of natural law, under

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(1). These institutions are: Medical College of Virginia (Richmond) $5,000; University of Virginia, $50,000; Virginia Military Institute $35,000; Virginia Polytechnic Institute (Blacksburg) $15,000; William and Mary College (Male Normal, Williamsburg) $15,000; Female Normal (Farmville) $15,000 (besides a special appropriation of $2,500 for buildings.) The appropriations for 1898 were practically the same. (See Richmond Dispatch, February 28, 1898.)

(2). Since this was written I grieve to learn that the building must be postponed, for want of means. What an opportunity for the Legislature of Tennessee to devote its first appropriation for the State University to the erection and equipment of a worthy building for the industrial training of women—an object to which, in its excellent "Winthrop Normal and Industrial College," my own little State of South Carolina has lately given over $200,000, and is still giving $30,000 a year.

the actual stress of progressive conditions, there has been founded here, and consolidated and coordinated into one harmonious institution, the beginning at least of everything that the wisest statesmanship could now devise, as necessary for a great modern University. It only needs nurture and development to grow into greatness. An annual sum less than Virginia divides among six institutions, or less than a third of what some States, less populous than Tennessee, now give to a single University, added to the resources already here, which have not cost the State one cent, would give to Tennessee on this hill an institution of learning equal to the best, and worthy of her noblest ambition. Can it be possible that this great and powerful State—so rich in her resources, so justly proud of her possessions and her achievements—can be dead to the plea of self-interest, of State pride, and of duty to herself and her children? Not for the University, but for herself—for her own life and safety and prosperity—she should stretch forth her mighty hand, and bid it live and grow, till it be worthy of her own greatness and renown.

My Friends; once my Fellow Citizens:

In closing this already too long address, looking probably for the last time into your faces and upon these familiar scenes, I cannot help remembering again that I once lived in Tennessee. In part in Nashville, in part in Knoxville, I passed some of the happiest, some of the saddest, some of the busiest years of my life, of which memories crowd upon me too many and too deep for utterance. All over the State, outside of these cities, I have friends, of the living and of the dead. Among the latter I must pause to mention one, honored and loved by many besides myself—the late Leonidas Trousdale, alumnus and trustee of this University—my friend, co-worker and leader in common labors for public education all over this State—noble gentleman, devoted public servant—peace to his ashes! My own child and grandchildren still live in Tennessee, and my heart ever turns with fond remembrance to the home of my younger and stronger days. As I consider this great State; as I remember the journeys I have made up and down her spacious borders, to speak for education; as I study upon the map her beautiful configuration, and think of her vast and undeveloped resources, I am reminded of a fairy tale we have all read in childhood. A

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lovely princess was sunk, by the influence of a malign fairy, into a deep sleep. Her officers and servants all fell into a like slumber. Around her palace grew up a hedge of bushes and thorns that shut it from the world; and it was fated that she should so sleep until, after a hundred years, a beautiful chosen prince should come, and call her and her palace back to life. Yet even in her sleep, the story says, she was beautiful; her heaving breast gave signs of life, the bloom of youth mantled on her cheeks, and she grew into ever more lovely womanhood; but still she slept on, till the time had come. So, too, it seems to me, lies this virgin State —this sleeping beauty of Empire! Her feet bathed in the waters of the mighty Mississippi—her lovely body clasped in the sinuous arms of the Cumberland and the Tennessee—her head pillowed where the morning sunlight kisses the summits of the Unaka Mountains, and flashes thence over this glorious valley, *she sleeps*. Yet beautiful, too, in her sleep—her bosom heaving with the breath of unconscious and undeveloped power, her limbs instinct with all the potent forces of life—she lies dormant in the gorgeous palace of her rich inheritance, while around her rankle the hedges that hide her glories from the world. SHE SLEEPS: the hundred years are past, and the beautiful prince that shall awake her is not yet come. But he is coming. His herald trumpet has already sounded to the world in your capital city. His approaching footsteps are tipping your mountain-tops with light, deepening your valleys with richer verdure, touching your rippling streams to sweeter music. His voice is heard in the whirring wheels of industry, in the scream of the steam engine, in the church bell—in every note that sounds the march of progress or of hope for mankind. His name is ENLIGHTENMENT. His watchword is EDUCATION—his tabernacle is the SCHOOL —his palace, the UNIVERSITY. He is coming; and when he comes, in full and gracious presence, he will set his throne on this very hill where we now are. Let him come, and come quickly. Let him rouse this Sleeping Princess, and taking the crown that has so long awaited her, let him crown Tennessee the Queen that she should be, and shall be, *if she will but awake*. May God bless Tennessee; and through the awakened heart and hand of Tennessee, may God bless this University.

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